

# Pupil premium strategy statement Illogan Primary School

Crofty Multi-Academy Trust 2019-2021

**School overview**  
Updates September 2020

Metric	Data
School name	Illogan Primary School
Pupils in school	216 206
Proportion of disadvantaged pupils	27.3% 24.3%
Pupil premium allocation this academic year	£69,240 £66,940
Academic year or years covered by statement	2019-21
Publish date	February 2020
Review date	September, April & July (annually)
Statement authorised by	Tamsin Lamb
Pupil premium lead	Jo Knuckey
Governor lead	Matt Bull

## Disadvantaged pupil progress scores for last academic year (2018-19)

Data for 2019 – 2020 not available due to school closure

Measure	Score
Reading	-4.19
Writing	-3.39
Maths	-2.14

## Disadvantaged pupil performance overview for last academic year (2018-19)

No data available for 2019 – 20 due to Covid 19

Measure	Score
Meeting expected standard at KS2	Reading 37.5%, Writing 25%, Mathematics 67%
Achieving high standard at KS2	Reading 12.5%, Writing 12.5%, Mathematics 12.5%

## Strategy aims for disadvantaged pupils

Quality first teaching will be at the heart of the schools strategy

Measure	
Priority 1 - Language	<ul style="list-style-type: none"><li>• Ensure all disadvantaged pupils achieve expected outcomes in the <b>phonics</b> check at the end of Yr1</li></ul>

	<ul style="list-style-type: none"> <li>• Provide deliberate, explicit and systematic teaching of <b>oracy</b> across phases and throughout the curriculum to equip pupils with the skills they need for a meaningful future</li> <li>• Reduce the gap between disadvantaged and non-disadvantaged by improving pupils <b>vocabulary</b> through sequential teaching</li> <li>• Ensure all disadvantaged pupils achieve ARE in <b>reading &amp; writing</b></li> </ul>
Priority 2 - Mathematics	<ul style="list-style-type: none"> <li>• Ensure all disadvantaged pupils achieve ARE in <b>mathematics</b> through mastery teaching</li> </ul>
Priority 3 – Limited life experiences	<ul style="list-style-type: none"> <li>• Provide <b>experiential opportunities</b> to reduce inequalities – narrow the achievement gap and social inequality through early childhood experiences</li> <li>• Provide challenge and support to disadvantage families whose <b>attendance</b> is poor and persistent absence is high</li> </ul>
Priority 4 – Social Emotional Mental health issues	<ul style="list-style-type: none"> <li>• Support children and families through <b>pastoral</b> team</li> <li>• Invest in <b>Trauma Informed School</b> training for all staff and ensure this is fully implemented</li> <li>• Ensure adults meet the <b>SEMH</b> needs of children at Illogan School</li> </ul>
Barriers to learning these priorities address	<p>Ensure QFT in all classrooms</p> <p>Limited life experiences</p> <p>Poor attendance/Low parental engagement</p> <p>Low levels of oracy</p> <p>Limited vocabulary</p> <p>Poor previous attainment levels</p>
Projected spending	£69,240

### Teaching priorities for current academic year

Aim	Target	Target date
Raise the attainment and increase progress in Reading	Achieve national attainment Achieve/exceed average progress scores KS2 Reading	Sept 21
Raise the attainment and increase progress in Writing	Achieve national attainment Achieve/exceed average progress scores KS2 Writing	Sept 21

Raise the attainment and increase progress in Mathematics	Achieve national attainment Achieve/exceed average progress scores in KS2 mathematics	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Multiplication tables	Achieve national standard in MSC	Sept 21
Other	Improve attendance of disadvantaged pupils to national average (96%)	Sept /21
	Improve life experiences by developing cultural capital	On-going

**Targeted academic support for current academic year – all disadvantage pupils reach expected standard in phonics check at end of Yr1**

Measure	Activity	Impact April review
Priority 1 - Language	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively	What is the standard of delivery?
	Ensure interventions are targeted and have impact.	Are children making enough progress?
	Phonics Lead to monitor, model and support staff improvement	
	Participate in the oracy project (English Lead)	How has the project impacted on levels of oracy?
	Ensure teachers have the relevant training to teach oracy effectively across the school	
	Ensure there are repetitive language opportunities – every moment is a language moment	What impact has training had on the teaching of oracy?
	Use storytelling approach across school to embed quality language and structures. Provide story telling experiences (Cornish Caretakers)	
	Ensure all staff receive high quality CPD to teach reading increasingly effectively	What is the standard of teaching in reading?
	Teach vocabulary across the day, across the curriculum	What is the impact of teaching vocabulary?

	Provide high quality feedback	What do pupils say about feedback?
Barriers to learning these priorities address	Low levels of oracy Limited vocabulary Poor attendance/Low parental engagement Ensuring staff use evidence-based highly focused whole-class teaching – improve the quality of reading instruction Implementation of 1:1 or group intervention is timely, targeted and measured	How does the school compare to its comparators 'Families of Schools' EEF, in reading & writing? What is the impact of EWO work?
Projected spending	£20,000	

### Targeted academic support for current academic year – all disadvantage reach ARE in mathematics

Measure	Activity	Impact April review
Priority 2 - Mathematics	Quality first teaching & pre/over teach for some Provide high quality feedback Work with the maths hub and purchase recommended resources to support learning. Use '3 <sup>rd</sup> Space Learning' for PP pupils Yr6	What is the standard of teaching in maths?  What is the impact of additional intervention?
	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations	What is the impact of additional intervention?
Barriers to learning these priorities address	Poor attendance Low level experience Readiness to learn Provide catch-up in mathematics	How does the school compare to its comparators 'Families of Schools' EEF, in mathematics?
Projected spending	£15,000	

### Wider strategies for current academic year – experiential opportunities and attendance

Measure	Activity	Impact April review
Priority 3 – Limited life experiences	Creating and embedding experiential opportunities to develop a sense of cultural capital	Pupil conferencing outcomes?

	<p>Termly hook/experience</p> <p>High quality texts and traditional rhymes and stories</p> <p>Visits &amp; residentials</p> <p>Participate in community traditions</p> <p>Develop a 'sense of place'</p>	<p>Readiness &amp; motivation to learn?</p> <p>Quality of work?</p> <p>Ability to draw on knowledge learnt?</p>
Priority	<p>Launch an attendance strategy with whole school.</p> <p>Sharing a Trust-wide strategy to target families with poor attendance. Further challenge those with acute need by working closely with the EWO</p>	<p>What is the measurable impact of attendance strategies?</p> <p>Do pupils have strategies for learning and use them?</p>
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils	
Projected spending	£15,000	

### Wider strategies for current academic year –address SEMH needs of the children and families

Measure	Activity	Impact April review
Priority 4- address SEMH needs of the children and families	<ul style="list-style-type: none"> <li>Support children and families through pastoral team</li> <li>Invest in Trauma Informed School training for all staff</li> <li>Ensure adults meet the SEMH needs of children at Illogan School</li> </ul>	<p>What impact has support made?</p> <p>What is confidence level in using TIS?</p> <p>Have all classes been assessed using Motional?</p>
Priority	TIS practices are in place across the school	
Barriers to learning these priorities address	<p>Ingrained SEMH needs</p> <p>Behavioural impact</p> <p>Poor behaviour for learning</p>	
Projected spending	£20,000	

### Monitoring and Implementation

Area	Challenge	Mitigating action
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Teaching	Ensuring enough time is given to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders & HLTA
Targeted support	Ensuring enough time for school phonics, English & maths leaders to support small groups and monitor T&L	Leaders have planned protected time to model, monitor and review impact
Wider strategies	Engaging the families facing most challenges	Working closely with the EWO & other local MAT schools on common strategies

### Review: last year's aims and outcomes (2019-20)

Aim	Outcome
Progress & attainment in reading and writing	No measurable data due to school closure
Progress & attainment in mathematics	No measurable data due to school closure
Phonics	No measurable data due to school closure
Other	No measurable data due to school closure
<p>What has been most successful this year?</p> <ul style="list-style-type: none"> <li>Whole staff phonics training including use of Get Writing programme in EYFS, Year 1 and 2</li> <li>Whole staff training and implementation of storytelling as a school strategy</li> <li>Impact of Oracy training in raising impact of high quality vocabulary teaching</li> <li>Involvement in the Cornwall and Devon Maths Hub</li> <li>Impact of Educational Welfare Officer on attendance</li> </ul>	<p>What has been least successful/what will you stop?</p> <ul style="list-style-type: none"> <li>Closure of school due to Covid has had significant negative impact on mental health and engagement with learning</li> <li>Covid has prevented any residentials, off-site learning or trip.</li> </ul>

### Review: last year's aims and outcomes (2020-21)

Aim	Outcome
Progress & attainment in reading and writing	
Progress & attainment in mathematics	
Phonics	
Other	
What has been most successful this year?	What has been least successful/what will you stop?

